DOCUMENT RESUME

ED 316 105 HE 023 218

AUTHOR Huling-Austin, Leslie
TITLE LBJ Institute for the Improvement of Teaching and Learning.
INSTITUTION American Association of State Colleges and Universities, Washington, D.C.; Southwest Texas State Univ., San Marcos.
PUB DATE 89
NOTE 19p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College School Cooperation; Cooperative Programs; Elementary Secondary Education; *Faculty Development; Grants; Higher Education; *Instructional Improvement; Models; Program Descriptions; Proposal Writing; Public Schools; Schools of Education; State Universities
IDENTIFIERS *AASCU ERIC Model Programs Inventory Project; LBJ Institute for Improvement Teaching Learning; *Southwest Texas State University

ABSTRACT

The LBJ Institute for the Improvement of Teaching and Learning was established in 1985 by the School of Education at Southwest Texas State University. Its primary focus is to promote collaboration between the university and area public schools for the purpose of strengthening the educational programs in both settings. Institute staff have worked with area educators to identify priority needs and concerns. Collaborative projects to address these topics are supported by the Institute through competitive mini-grants offered each semester. In addition, the Institute coordinates a variety of training and professional development activities and preparation of proposals to seek external funding to support collaborative efforts. Projects have included research on instruction and curriculum development, classroom management, teacher training, and socio-educational issues. Appended materials include lists of collaborative topic projects and awards, of conferences and workshops held by the Institute, and of 1988-89 grant activity, and conference evaluation sheets. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED316105

Submission of the

The LBJ Institute for the Improvement
of Teaching and Learning

School of Education
Southwest Texas State University

for the

AASCU/ERIC Model Programs Inventory Program

Project Start Date: Fall, 1985

For additional information contact:

Dr. Leslie Huling-Austin, Director
LBJ Institute for the Improvement of Teaching and Learning
School of Education
Southwest Texas State University
San Marcos, Texas 78666
(512) 245-2039

HE023218

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Leslie Huling-Austin

Southwest Texas State Univ

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

BEST COPY AVAILABLE

Submission of the

The LBJ Institute for the Improvement of Teaching and Learning
Southwest Texas State University

for the

AASCU/ERIC Model Programs Inventory Program

Abstract

The LBJ Institute for the Improvement of Teaching and Learning was established in 1985 by the School of Education at Southwest Texas State University. The primary focus of the LBJ Institute is to promote collaboration between the university and area public schools for the purpose of strengthening the educational programs in both settings. Institute staff have worked with area public school educators to identify priority needs and concerns. Collaborative projects to address these identified topic areas are supported by the Institute through competitive mini-grants offered each semester. In addition, the LBJ Institute coordinates a wide variety of training and professional development activities as well as the preparation of proposals to seek external funding to support collaborative efforts.

Submission of the

The LBJ Institute for the Improvement of Teaching and Learning Southwest Texas State University

for the

AASCU/ERIC Model Programs Inventory Program

Introduction

The LBJ Institute for the Improvement of Teaching and Learning was established in 1985 by the School of Education at Southwest Texas State University. The primary focus of the LBJ Institute is to promote collaboration between the university and area public schools for the purpose of strengthening the educational programs in both settings. Institute staff have worked with area public school educators to identify priority needs and concerns. Collaborative projects to address these identified topic areas are supported by the Institute through competitive mini-grants offered each semester. In addition, the LBJ Institute coordinates a wide variety of training and professional development activities as well as the preparation of proposals to seek external funding to support collaborative efforts.

Background

The LBJ Institute for the Improvement of Teaching and Learning is based upon a rationale that both the educational program in the public schools and the teacher education program at the university can be strengthened through increased collaboration between university and public school educators. The LBJ Institute is founded upon a belief that university faculty frequently have expertise that can solve problems in the public schools and that public school practitioners can help shape the teacher education program to make it more responsive to the ever changing demands and day-to-day realities of today's public schools. Based upon these underlying principles, the LBJ Institute functions as an

umbrella organization to strengthen relations with local and area school districts on a variety of fronts.

Description

As stated earlier, the major goal of the LBJ Institute is to increase collaboration between university and public school educators for the purpose of improving the educational programs in both settings. Specifically, the Institute:

1) encourages and supports collaborative school-based research and development projects through competitive "mini-grants" offered each semester
2) coordinates a wide variety of training and professional development opportunities for public school and university educators
3) functions as a vehicle through which proposals can be developed to secure external funding to support more extensive collaborative efforts in the public schools.

The LBJ Institute is supported in a combination of ways. The School of Education provides half-time release for one faculty member to direct the LBJ Institute. The day-to-day operation of the Institute is supported by a very small operating budget (approximately $20,000) supplied through local funds. The majority of this budget is used to pay a half-time secretary and to support faculty release time and operating expenses for the mini-grant projects which are supported by the LBJ Institute each semester (generally 2-4 projects per semester). Additional projects and activities are supported through grants and other external funding sources that are obtained through proposals submitted by the LBJ Institute. The School of Education is committed to the continuation of the LBJ Institute on an on-going basis.

Because the LBJ Institute is concerned about addressing the priority issues of area public school educators, an on-going needs identification process has been utilized. Each two years, a needs assessment is undertaken in two phases. In Phase I, area educators are interviewed about their priority needs and concerns. The information gathered through

Phase I is then incorporated into formal instruments that are completed by principals and teachers from approximately 20 area school districts in Phase II of the needs assessment. Needs assessments have occurred in 1986 and 1988 and the next needs assessment is scheduled to be conducted in 1990. The top priorities identified through the 1988 LBJ Institute Survey were: improving effectiveness in teaching; teacher morale/teacher stress/teacher burnout; keeping up-to-date in content areas; working with gifted and talented students; addressing the needs of at-risk students; dealing with student behavior and discipline problems; dealing with student drug abuse; and working with parents. Each semester university faculty are able to apply for mini-grants to develop collaborative projects that address one or more of the priority issues identified through the LBJ Survey. In addition, faculty may use data from the LBJ Institute survey to document local and area needs as they prepare proposals for external funding.

The LBJ Institute has functioned as a very cost-effective vehicle for providing coordination and support for university and public school collaborative efforts. With a very small investment, the School of Education has been able to make a significant difference in both the amount and the quality of collaboration that has occurred between the university and the public schools.

Results

Outcomes from the LBJ Institute are measured as they relate to each of the three goals stated above.

Goal #1 is measured by the number and quality of collaborative projects supported through the mini-grant program. A total of 11 collaborative projects have been supported by the LBJ Institute (see Appendix A). Sample letters from school districts participants (Appendix B) attest to the quality of these projects. One project which began as a LBJ mini-grant project has been expanded and has since received two additional grants through the Education for Economic Security Act (EESA, Title II) for implementation on a larger scale.

Goal #2 is measured by the number of training and professional development opportunities offered, the number of persons participating in each activity, and the participant evaluations of the quality of the experience. Numerous training and/or professional development opportunities for public school and university faculty have been offered during 1988-89 through the LBJ Institute. Appendix C lists some of these activities. Appendix D shows a sampling of the participant evaluations from two such activities.

Goal #3 is measured by the number of collaborative proposals developed through, or with the assistance of, the LBJ Institute, the number of external dollars generated through such proposals, and the outcomes of projects resulting from such proposals. Approximately 15 proposals for external funding to support collaborative projects have been prepared through, or with the assistance of, the LBJ Institute. Appendix E lists some of the grant proposals that have recently been funded or are pending notification of funding.

Conclusions and Recommendations

Primary strengths of the LBJ Institute include the structure it has provided related to university/school collaborative efforts, its cost-effectiveness and the flexibility it offers to encompass a wide variety of efforts targeted at improving the teaching/learning process from early childhood through higher education. The LBJ Institute has been quite effective in meeting the needs of public school educators and university education faculty. The Institute provides a streamlined process through which public school educators can access the involvement and support of university educators. In addition, guidelines for the mini-grants offered by the Institute each semester stipulate that projects must be collaborative and must address the priority areas identified by area public school educators, further insuring that the real "needs" of the targeted population are served. Finally, the needs of university faculty are served by providing them with encouragement and support to become involved with public school educators (through the mini-grants and other activities) as well as

technical and clerical support for those faculty who are pursuing funding from external sources to support collaborative research and development efforts.

Because of the very attractive cost-benefit ratio of an organization such as the LBJ Institute and the very small initial investment necessary to launch such a project, many other institutions could easily replicate this program. Naturally, we would be most willing to help other interested institutions to develop and implement a project such as the LBJ Institute for the Improvement of Teaching and Learning. Essential ingredients to the successful replication of such an effort are a strong belief in the benefits to be gained from university/public school collaboration and a genuine commitment to the concept of meaningful collaboration.

Appendices

Appendix A

University/School Collaborative Projects
Supported by The LBJ Institute for the Improvement
of Teaching and Learning

Spring, 1987	
The Effect of Student Teaching on Teacher Efficacy and Stress ($1,000.00)	Paul Paese and Central Texas School Districts
Fall, 1987	
A Study of the Influences on the Induction Process of Secondary Teachers ($2,000.00)	Sharon O'Bryan-Garland, Leslie Huling-Austin, and Del Valle ISD
Spring, 1988	
Curriculum Development in Energy Education Project ($2,460.00)	Dick Hammond and Seguin ISD
Communication Issues in Educational Settings: An Exploratory Study of Linkages Between Speech Communication and Education ($800.00)	Sharon O'Bryan-Garland, Marilyn Swinton, Diana Ivy, and 30 Texas School Districts
Identification of Male and Female Adolescent Hispanics at High Risk for Suicide and Drug Abuse ($1,050.00)	Steve Furney, David Watts, Lloyd Wright, Schulenburg ISD, Edgewood ISD, and New Braunfels ISD
Fall, 1988	
A Model for Helping "At-Risk" Students ($1,250.00)	Ed Seifert and New Braunfels ISD
Longitudinal Study to Improve the Teaching and Learning of Physics ($480.00)	Dick Hammond and Seguin ISD
The Impact of The "Writing to Read" Program on "At-Risk" Students ($825.00)	Kathy Fite, Catherine Coulter, and Comal ISD
Spring, 1989	
The Effect of Social Problem-Solving Training on Social Skills with School Behavior Problems ($750.00)	Jo Webber, Larry Wheeler, Brenda Scheuermann, and Comal ISD
Reflections on Renewal: Teachers with Career Perseverence and High Morale in Troubled Times ($2,000.00)	Beverly Hardcastle and San Marcos CISD
The Impact of The "Writing to Read" Program on "At-Risk" Students ($665.00)	Kathy Fite, Carolyn McCall, Cynthia Campbell, and Comal ISD

APPENDIX B

Carl Schurz Elementary School
New Braunfels Independent School District

633 W. Coll, New Braunfels, Texas 78130

(512) 625-7361
Dr. Jane MacDonald
Principal

April 5, 1989

Dr. Marilyn T. Gaddis, Ph.D.
Assistant Professor
Department Of Education
Southwest Texas State University
San Marcos, TX 78666-4616

Dear Dr. Gaddis,

Our entire faculty and staff are excited and delighted to be working with you and Southwest Texas University. We have enjoyed a partnership for several years that we feel has been beneficial to both institutions.

As you know our Carl Schurz library has been an identified area for improvement on our campus. The faculty has indicated a number of problem areas and are committed to the library's revitalization. Our many discussions with you over the last year have resulted in much enthusiasm for and commitment to this project.

We wholeheartedly endorse your proposal to the Lyndon Baines Johnson Institute for the Improvement of Teaching and Learning to seek funds to assist us in this process. The exciting thing about this proposal is that it will be the catalyst for us to impact in a positive manner the learning process for all of our children. An exciting and stimulating library can improve teachers effectiveness and motivate students!

Thank you for your research and interest in our campus. We look forward to your help and assistance as we work to turn around our library. I will be happy to assist you in any way in securing approval for this mini-grant proposal.

Sincerely,

Jane H. MacDonald

Jane H. MacDonald, Ph. D.
JM/eg

COMAL INDEPENDENT SCHOOL DISTRICT

COMAL ELEMENTARY SCHOOL

Route 6, Box 595, New Braunfels, Texas 78132-4808 ★ (512) 625-9514

November 11, 1988

LBJ Institute for the Improvement of
Teaching and Learning
Southwest Texas State University
School of Education
San Marcos, Texas 78666

To Whom It May Concern:

I am writing this letter in support of a research grant application. Comal Elementary School is cooperating with Drs. Jo Webber, Larry Wheeler, and Brenda Scheverman to research the effective instruction of social skills.

We have identified 36 fifth graders most of whom are in need of social skills training. These students will be receiving three different types of instruction.

I feel that the results of this research will be useful to us and to the field. I am pleased that we are able to cooperate in this endeavor.

Sincerely,

Barbara C. Miller

Barbara C. Miller
Principal

BCM/ly

"An Equal Opportunity Employer"

SEGUIN INDEPENDENT SCHOOL DISTRICT
P.O. Drawer 31 Seguin, Texas 78156-0031 (512) 372-5770

May 1, 1989

Dr. Leslie Huling-Austin, Directo.
LBJ Institute for Improvement of
Technology and Learning
School of Education
Southwest Texas State University
San Marcos, TX 78666

Dear Dr. Huling-Austin:

Seguin Independent School District wishes to participate in the continuation of the program, Longitudinal Study to Improve the Teaching and Learning of Physics, proposed by Dr. Dick E. Hammond. During the 1989-1990 school year, we wish to include all our ninth grade science teachers and our fifth-eighth grade science teachers new to our district. We understand that the teachers will receive training to improve their teaching in the area of physics, specifically energy flow.

Fifth, sixth, seventh, and eighth grade science teachers in Seguin ISD have received similar training from Dr. Hammond during the past two school years. They have expressed that they have benefited from the training in areas of both science concepts and teaching strategies. The continued longitudinal training would enhance the effect of the training received.

Sincerely,

Florence Haugen

Florence Haugen
Instructional Coordinator
Mathematics/Health/Science

FH/cmf

cc: Dr. Dick E. Hammond, SWTSU
Mr. Ernest Laird, SHS

Accredited by Southern Association of Colleges and Schools

APPENDIX C

1988-89 Conferences & Workshops Coordinated By
LBJ Institute for the Improvement of Teaching and Learning

November 28, 1988

Fall Recruitment and Retention Network Conference

December 2, 1988

Conference on "What's Working: Making At-Risk Programs Successful"

March 4-5, 1988

Classroom Management and Dicipline Project Conference: At The CrossRoad: Planning For At-Risk Students

April 2, 1988

Spring Recruitment and Retention Network Conference

April 8 & 29, 1989

Mentor Teacher Training Workshop

April 22, 1989

College Board Mathematics Dialogue

May 1, 1989

Contemporary Youth Issues: Turning Today's Troubles Into Tommorrow Triumphs

July 24-27, 1989

The Role of Race, Ethnicity, and Gender in the Making of Modern Texas Workshops

June 5 - July 5, 1989

Improving the Teaching and Learning of Physics Workshop

APPENDIX D
PARTICIPANT EVALUATIONS OF
ASPIRA AT-RISK CONFERENCE
DECEMBER 2, 1989

	Excellent 5	4	3	2	Poor 1	NA
1. The information presented was	19	15		1		
2. The organization of the conference was	15	15	6		1	
3. The presenters were	15	18	3			
4. Compared to other conferences on this topic that I have attended, this conference was	10	10				15

Sample participant comments:

In your opinion, what was the most beneficial aspect of this day?

Information sharing and networking
The panel of representatives of areas in social services, minority affairs, etc.
Conference was small and very informative - usually conferences are very large and very mechanical - this was not.
I thought many of the sessions were very beneficial - I can hardly choose one.
All the presentations were most interesting. Enjoyed Model Middle School Program and At-Risk Coordinators Panel
The opportunity to learn about what other schools were implementing

What additional training and information would make you better prepared to work with at-risk students?

I would like to go to inservice training on strategies
More in-depth look at identification procedures - training
More on interagency support and legislation
More training with teachers to work with at-risk students
Job alike sharing sessions are always good!

If a follow-up conference becomes possible, what topics would you like to have addressed?

Parent involvement and suggestions to help parents help their children
The same one! Very helpful and enjoyable
Specific counseling components in programs
Identification and tracking at elementaries
More of the same - this has been an informative conference. I have enjoyed hearing from real practitioners
More time with specific school programs to ask questions and view materials

SUMMARY OF PARTICIPANT EVALUATIONS

MENTOR TEACHER TRAINING - APRIL 8 and 29, 1989

W O R K S H O P E V A L U A T I O N S H E E T

THE WORKSHOP	NUMBER RESPONDING "YES"	NUMBER RESPONDING "NO"	NUMBER RESPONDING "TO SOME EXTENT"
1. Was well balanced between theory and fact	30		1
2. Provided new information	31		
3. Was too general for my purposes	2	29	
4. Was too complex		31	
5. Provided specific ideas	29		2
6. Was valuable for practical application	30		1
7. Was too theoretical		31	
8. Was on too elementary a level		31	
9. Was pertinent to my needs and interests	29		2
10. Presented interesting ideas and activities	28		3
11. Had clearly defined objectives	31		
12. Show thoughtful organization	31		
13. Lacked organization and coherence	1	30	
14. Provided sufficient opportunity for discussion among participants	31		
15. Encouraged active involvement of both participants and workshop facilitator	31		

Sample participant comments:

A very enjoyable and educational workshop!
A good workshop
This was a great workshop!
This workshop was very enlightening and informative.
This was very meaningful - I'll encourage others to attend in the future.
Excellent;informative and highly relevent.
I found this to be a very worthwhile workshop. Thanks!
I learned a lot from this workshop.
I've enjoyed this considerably and really feel that we are well on our way.

Appendix E

1988-89 Grant Activity
LBJ Institute for the
Improvement of Teaching and Learning

A. Strengthening the Talent Pool in Teacher Education

This $80,000 grant from the Texas Education Agency was jointly submitted by the LBJ Institute, the Southwest Texas Teacher Center, and LULAC for the purpose of recruiting and retaining promising teacher education candidates, with special emphasis on minority students. In conjunction with the grant, an $80,000 matching contribution has also been pledged by LULAC, the League of United Latin American Citizens.

B. Education for Economic Security Act (EESA), Title II Grants

The LBJ Institute assisted in the development of the following grants that were awarded for the summer of 1988 and Fall of 1988 by the Texas Coordinating Board for Higher Education, EESA, Title II.

Fall, 1988 - Summer, 1989

Improving the Teaching and Learning of Physics — Dick E. Hammond
Amount Funded: $52,375

Summer, 1988

Literature and Culture of Ethnic Minorities and Women in French, German and Spanish Speaking Countries — Ingeborg H. McCoy
Amount Funded: $85,888

Curriculum-Specific Computer Assisted Instruction for Foreign Language Teachers — Robert A. Fischer
Amount Funded: $21,528

Elementary LOGO Mathematics Project — Jeffrey A. Slomka
Amount Funded: $18,217

Improving Instruction in 5th and 6th Grade Physics — Dick E. Hammond
Amount Funded: $35,773

C. Grants Through the Classroom Management & Dicipline Project

Classroom Management & Dicipline Project
Funding Source: Criminal Justice Division of the Texas Governors Office
Amount Funded: $240,331

Schools Against Substance Abuse
Funding Souce: U. S. Department of Education
Amount Funded: $382,171

Project Excel
Funding Source: U. S. Department of Education
Amount Funded: $372,413

Communities Against Substance Abuse
Funding Source: U. S. Department of Education
Amount Funded: $450,000

D. College Board Math Project

The College Board has awarded two $5,000 grants (for 1987-88 and 1988-89) to support a cooperative project between SWT and the San Marcos public schools on "Success in Mathematics through Computational Problem-Solving and Family Learning Experiences."

E. Texas Committee for the Humanities Grant

An $8,000 grant to conduct a summer workshop for teachers on "The Role of Race, Ethnicity, and Gender in the Making of Modern Texas."

F. Other Submitted Proposals Pending Funding

Carnegie Foundation Elementary Math Resource Center

A proposal for a $20,000 planning grant to support the development of an Elementary Mathematics Resource Center was jointly submitted by the LBJ Institute and the San Marcos Consolidated Independent School District. If awarded the planning process will start in Fall, 1989.

Minority Mathematics and Science Education Cooperative

A proposal jointly submitted to the Texas Higher Education Coordinating Board by Southwest Texas State University and San Marcos CISD to serve as a pilot teacher training site from 1989-1993.

Classroom Management and Discipline Project Pending Proposals

Classroom Management and Dicipline Project
Funding Source: Criminal Justice Division of The Texas Governor's Office
Amount Requested: $244,769

Project Excel
Funding Source: U. S. Department of Education
Amount Requested: $490,000

Project Support
Funding Source: U. S. Department of Education
Amount Requested: $88,803